



## Hardeeville Elementary

150 Hurricane Alley  
Hardeeville, S.C. 29927

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	724 Students	
<b>Principal</b>	Dr. Barbara Baxter	843-784-8400
<b>Superintendent</b>	John Taylor	843-717-1100
<b>Board Chair</b>	Michael Hubbard	843-784-2654

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Below Average</b>	<b>Average</b>
2008	At-Risk	At-Risk
2007	At-Risk	Below Average
2006	At-Risk	Below Average
2005	Below Average	Good

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

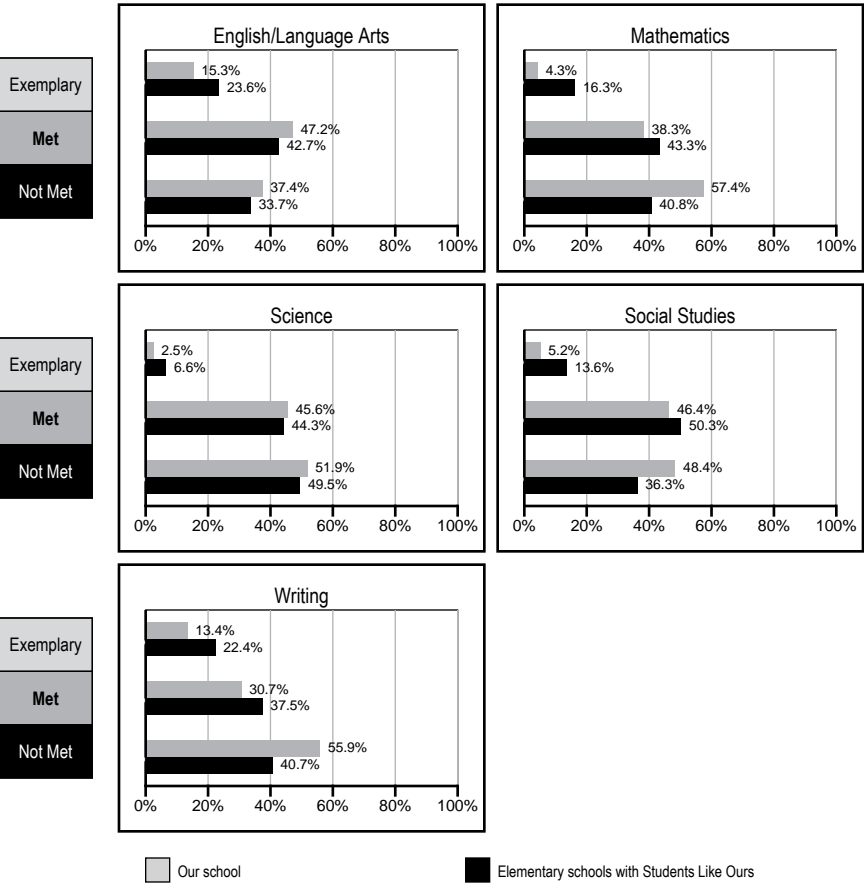
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 93.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	4	89	65	22

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=724)</b>				
First graders who attended full-day kindergarten	91.5%	Up from 88.0%	100.0%	100.0%
Retention rate	1.9%	Down from 4.5%	2.5%	1.9%
Attendance rate	94.5%	Down from 95.3%	96.0%	96.3%
Eligible for gifted and talented	2.3%	Down from 5.7%	4.0%	10.0%
With disabilities other than speech	5.7%	Up from 5.0%	7.8%	7.7%
Older than usual for grade	1.8%	Down from 3.8%	1.0%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Down from 4.6%	0.0%	0.0%
<b>Teachers (n=49)</b>				
Teachers with advanced degrees	46.9%	Down from 47.6%	57.1%	59.4%
Continuing contract teachers	49.0%	Up from 42.9%	73.3%	80.0%
Teachers with emergency or provisional certificates	5.9%	Down from 9.5%	0.0%	0.0%
Teachers returning from previous year	70.2%	Down from 75.9%	83.1%	85.9%
Teacher attendance rate	95.2%	Up from 93.3%	95.1%	95.1%
Average teacher salary*	\$45,857	Down 1.8%	\$45,608	\$47,149
Professional development days/teacher	6.9 days	Up from 6.7 days	11.0 days	11.1 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.5	4.0
Student-teacher ratio in core subjects	16.5 to 1	Up from 10.5 to 1	17.1 to 1	18.8 to 1
Prime instructional time	88.4%	Up from 87.2%	90.1%	90.4%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Below Average	Down from Average	Excellent	Excellent
Dollars spent per pupil**	\$7,591	Up 10.3%	\$8,556	\$7,458
Percent of expenditures for instruction**	64.0%	Down from 72.7%	68.5%	68.8%
Percent of expenditures for teacher salaries**	58.3%	Down from 59.5%	62.0%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Hardeeville Elementary has been re-organized as a Pre-K through 5th grade school, truly an elementary school. Our grade level classes are all self contained although teachers do work as a team to plan, analyze data, implement curriculum, and share ideas for instruction. Single gender classes have been implemented in 4th and 5th grades. We have seen a decrease in disciplinary referrals as a result. In January, we added another first and another second grade class to accommodate new students who were entering in the primary grades. In first and second grades, we created a special reading room program to support literacy learning in the early grades. A teacher and two paraprofessionals staffed the room. A class entered the room with their teacher and each adult in the room instructed one reading group for 30 minutes. This enabled the students to have a half hour focused reading lesson without interruption. The teachers and students are enjoying the program. We analyzed the first grade DRA test scores and found a 55% increase in the number of students reaching a DRA 16 level. An added benefit has been a 30-minute assistance for three third grades as well. We had several parent involvement events. We had a parent open house before school began. Parent conferences were held in October and March. A Family Literacy Night was offered in January and a Family Math Night in April. Our physical education teachers organized a soccer league in the fall and a basketball league in the winter, scheduling weekday practices and weekend games. We also had a field day activity for all grades towards the end of the year. Most of the grades had a field trip sometime during the year which gave our students an opportunity to visit a curriculum related site. We have made progress in re-organizing our SIC and PTA. We now have parent members on our SIC, and they have been interested and helpful in working together. Our PTA is now a PTO, and we have an active executive board that has initiated fund raising and is working on a yearbook. A new initiative for students has been a fifth grade student council. Students have been chosen as representatives to our council. They led a food drive in the fall. The exterior of our building has been enhanced with landscaping. We have been planning the playground area including the purchase of equipment for the students to use.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	0	31
Percent satisfied with learning environment	60.9%	FORMS	66.7%
Percent satisfied with social and physical environment	52.2%	LOST IN	60.0%
Percent satisfied with school-home relations	52.2%	SHIPMENT	66.7%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 18 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	R
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	10.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.1%	0.0%	No
Student attendance rate	94.5%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	257	100	37.4	47.2	15.3	75.3	65.1	82.8	Yes	Yes
<b>Gender</b>										
Male	144	100	41.4	45.1	13.5	69.9	59.7	79.3	N/A	N/A
Female	113	100	32.4	50	17.6	82.4	71.2	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	36	100	11.1	59.3	29.6	96.3	79.4	89.5	I/S	I/S
African American	130	100	39.4	48	12.6	71.7	60.7	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	87	100	44.9	41	14.1	73.1	71.6	76.5	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	26	100	36.4	54.5	9.1	72.7	39.4	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	86	100	44.3	41.8	13.9	73.4	71.6	75.1	Yes	Yes
<b>Socio-Economic Status</b>										
Subsided meals	221	100	39.4	44.8	15.8	74.4	64.3	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	257	100	57.4	38.3	4.3	54	51.9	78.9	No	Yes
<b>Gender</b>										
Male	144	100	54.9	40.6	4.5	54.9	50	77	N/A	N/A
Female	113	100	60.8	35.3	3.9	52.9	54	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	36	100	44.4	51.9	3.7	77.8	68.1	87.2	I/S	I/S
African American	130	100	61.4	35.4	3.1	45.7	47.1	66.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	87	100	53.8	39.7	6.4	60.3	59.7	76	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	26	100	N/AV	N/AV	N/AV	40.9	25.2	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	86	100	54.4	39.2	6.3	60.8	58.9	76.1	Yes	Yes
<b>Socio-Economic Status</b>										
Subsided meals	221	100	59.1	36.9	3.9	51.2	50.8	70.2	No	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	173	100	51.9	45.6	2.5	48.1	37.7	67.5
<b>Gender</b>								
Male	96	100	50.6	44.8	4.6	49.4	39.1	67
Female	77	100	N/AV	N/AV	N/AV	46.5	36.3	68
<b>Racial/Ethnic Group</b>								
White	29	100	N/AV	N/AV	N/AV	50	56.3	79.5
African American	83	100	N/AV	N/AV	N/AV	44.4	33.3	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	57	100	44.2	48.1	7.7	55.8	42.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	19	100	N/AV	N/AV	N/AV	31.3	20.2	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	56	100	45.3	47.2	7.5	54.7	42.9	59.6
<b>Socio-Economic Status</b>								
Subsided meals	144	100	54.1	44.4	1.5	45.9	36	55.1

**Social Studies**

All Students	167	100	48.4	46.4	5.2	51.6	47.2	72.3
<b>Gender</b>								
Male	94	100	50.6	44.9	4.5	49.4	45.7	71.5
Female	73	100	45.3	48.4	6.3	54.7	49.1	73.2
<b>Racial/Ethnic Group</b>								
White	18	100	23.1	69.2	7.7	76.9	55.2	80.7
African American	87	100	55.3	40	4.7	44.7	44.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	62	100	43.6	50.9	5.5	56.4	53.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	14	100	N/AV	N/AV	N/AV	46.2	26.9	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	61	100	43.6	50.9	5.5	56.4	53.7	67.9
<b>Socio-Economic Status</b>								
Subsided meals	151	100	51.4	43.5	5.1	48.6	46.7	62.1

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	257	98.1	55.3	31.1	13.6	44.7	44.2	70.2	94.5	96.1
<b>Gender</b>										
Male	141	98.6	69.7	22.7	7.6	30.3	34.3	63.2	94.2	95.9
Female	116	97.4	36.9	41.7	21.4	63.1	55.1	77.5	94.7	96.4
<b>Racial/Ethnic Group</b>										
White	36	97.2	35.7	32.1	32.1	64.3	59.6	79.1	92.9	95.1
African American	129	97.7	58.7	29.4	11.9	41.3	40.6	57.6	95	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.2	94.9	96.2
Hispanic	88	98.9	56.4	34.6	9	43.6	47.3	62.6	94.4	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	82.8	92.9
<b>Disability Status</b>										
Disabled	25	96	N/AV	N/AV	N/AV	13.6	8	26.1	92.5	95.3
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	87	98.9	55.7	34.2	10.1	44.3	47.2	61.2	94.6	96.1
<b>Socio-Economic Status</b>										
Subsidized meals	221	98.2	55	31.7	13.4	45	43.4	58.9	94.9	96.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	92	100	35.7	46.4	17.9	64.3
	4	84	100	36	46.7	17.3	64
	5	81	100	40.8	48.7	10.5	59.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	92	100	70.2	27.4	2.4	29.8
	4	84	100	37.3	53.3	9.3	62.7
	5	81	100	63.2	35.5	1.3	36.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	47	100	69.8	23.3	7	30.2
	4	84	100	42.1	56.6	1.3	57.9
	5	42	100	N/AV	N/AV	N/AV	48.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	45	100	65.9	29.3	4.9	34.1
	4	83	100	30.7	62.7	6.7	69.3
	5	39	100	64.9	32.4	2.7	35.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	90	97.8	67.5	15.7	16.9	32.5
	4	84	98.8	40	46.7	13.3	60
	5	83	97.6	57.1	32.5	10.4	42.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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